

Degree	Type	Year
Journalism	OT	3
Journalism	OT	4

## Contact

Name: Marcel Maas

Email: marceljosephusantonijs.maas@uab.cat

## Teachers

Jose Sanchez Rios

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

Previous knowledge of user and user-friendly computing

## Objectives and Contextualisation

In general, it aims to study all communicative graphics, from the point of view of design and visual composition. Allows you to reflect on your involvement in the necessary graphic and documentary representations associated with image and content in informative television.

## Competences

- Journalism
- Abide by ethics and the canons of journalism, as well as the regulatory framework governing information.
- Design the formal and aesthetic aspects in print, graphic, audiovisual and digital media, and use computer-based techniques to represent information using infographic and documentary systems.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Manage time effectively.

- Relay journalistic information in the language characteristic of each communication medium, in its combined modern forms or on digital media, and apply the genres and different journalistic procedures.
- Show leadership, negotiation and team-working capacity, as well as problem-solving skills.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use one's imagination with flexibility, originality and ease.

## Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Apply technical processes and the narrativity characteristic of photojournalism.
3. Appraise the use of design in the media as a support for relaying information in the press, radio, television and multimedia.
4. Be familiar with and know how to apply adequate computer programmes to develop infographic processes.
5. Be familiar with and professionally use the necessary voice and image recording tools.
6. Communicate using language that is not sexist or discriminatory.
7. Consider how gender stereotypes and roles impinge on the exercise of the profession.
8. Identify and distinguish the technical requirements necessary to relay information in the language characteristic of each communication medium (press, audiovisual, multimedia).
9. Manage time effectively.
10. Propose new methods or well-founded alternative solutions.
11. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
12. Propose projects and actions that incorporate the gender perspective.
13. Show leadership, negotiation and team-working capacity, as well as problem-solving skills.
14. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
15. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
16. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
17. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
18. Use computer techniques to represent and relay facts and data by means of infographic systems.
19. Use Internet's communication resources properly.
20. Use one's imagination with flexibility, originality and ease.
21. Use social responsibility criteria in various information production processes.

## Content

1. Design and visual composition in informative television images

Definition, history, function

Creation and direction of art, image and design on television

Organigrammes and television structures

## 2. Visual metalworks

Project, briefing, conduct yarn and storyboards

Formats, point types, cross-links, etc.

Morphological and color contrasts

Graphic figurative, abstract and typographic

Volumetric units: multimedia and 4D

Time, movement, sound, plans, etc.

## 3. Complementary visual languages

Representation images: brand, head structure, self-promotion, etc.

Content images

Elemental conceptual and complex units

Captured or drawn accessories

## 4. Synthetic visual languages

Graphic and infographic synthesis

Features, functions and morphology

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Laboratory Practices	30	1.2	20, 12, 14, 15
Master classes with ICT support	15	0.6	10, 7
Type: Supervised			
Tutorials (individual or group face-to-face activities aimed at solving learning problems)	12	0.48	1, 6, 13, 16, 7
Type: Autonomous			
Practical laboratory preparation	45	1.8	13, 9, 11, 15
Study: Reading and synthesis of scientific documents	45	1.8	13, 9, 17

A detailed schedule outlining the content of each session will be presented on the first day of the course and will be available on the course's Virtual Campus, where students will find all teaching materials and necessary information for elective course monitoring. Should the teaching modality change for reasons of force majeure according to the competent authorities, the teaching staff will inform students of any modifications to the course schedule and teaching methodologies.

The development of the subject implies the realization of different types of training activities:

- Directed activities:

a) Lectures: explanation of the theoretical concepts and announcements and rules for practices.

c) Laboratory practices. The main objectives are for the student to carry out informative design practices.

- Supervised activities:

a) Individual or group tutorials. Its purpose is to solve learning problems.

- Autonomous activities.

a) The students must make the readings indicated as compulsory and all the activities planned for a correct development of the theory and practices in the Laboratory; in addition to the study with a comprehensive reading of the basic bibliography.

Evaluation activities

(Part of a face-to-face session will be devoted to the realization of a written exam).

In total, 1 teacher takes part, who is in charge of the lectures of the theory and two professors in practices that develop individual or group activities.

The health situation could force us to transform face-to-face sessions into online sessions.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Deliveries collective work projects	30% of all the activities of the participations, presentations and defenses in front of the group	1	0.04	1, 20, 4, 5, 13, 9, 8, 10, 11, 17, 16, 15, 19, 18, 21, 7, 3
Deliveries individual practical works	30% Practical work is done individually and have a set of activities to be developed	1	0.04	1, 2, 20, 6, 4, 9, 8, 10, 12, 17, 16, 14, 15, 19, 18, 21, 3
Written exam	40% have to demonstrate theoretical knowledge of lectures and master lectures	1	0.04	20, 9, 17, 16, 14, 19, 3

The student will be entitled to the revaluation of the subject if he or she has been evaluated of the set of activities the weight of which equals a minimum of 2/3 of the total grade of the subject.

To have access to revaluation, the previous grades should be they must be less than o equal to 3,5.

The activities that are excluded from the revaluation process are the collective practices that represent 25% of the rating.

In the case of a second enrolment, students can do a single synthesis exam/assignment that will consist in a global review. The grading of the subject will correspond to the grade of the synthesis exam/assignment.

The student who performs any irregularity (copy, plagiarism, identity theft...) that can lead to a significant variation of the qualification of an evaluation act, will be qualified with 0 this act of evaluation. In case there are several irregularities, the final grade of the subject will be 0.

In this course, the use of Artificial Intelligence (AI) technologies is permitted as an integral part of assignment development, provided that the final outcome demonstrates a significant contribution from the student in terms of analysis and personal reflection. Students must clearly identify any content generated using AI, specify the tools employed, and include a critical reflection on how these technologies have influenced both the process and the final result of the assignment. Failure to disclose the use of AI in this assessed activity will be considered a breach of academic integrity and may result in a partial or total penalty to the assignment grade, or more serious sanctions in severe cases.

## Bibliography

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Owen. W. (1991). *Diseño de revistas*. Barcelona: Ed. Gustavo Gili.

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Ricarte, J. M. (1999). *Creatividad y comunicación persuasiva*. 2ª ed. Barcelona: Servicio de Publicaciones de la Universidad Autónoma de Barcelona y otros.

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Valero, J.L. (2008): "Tipología del grafismo informativo" , en Estudios sobre el mensaje periodístico, 14, Madrid: Universidad Complutense <http://revistas.ucm.es/index.php/ESMP/article/view/ESMP0808110631A>

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Valero, J.L. (Eds.). (2018). *Nuevas Narrativas visuales*. La Laguna: Cuadernos artesanos de comunicación ULL. <https://issuu.com/revistalatinadecomunicacion/docs/cac150>

Escudero, S. y Valero, J.L. (2021) "Efectividad de la síntesis audiovisual presentada a través del smartphone". Textual & Visual Media: revista de la Sociedad Española de Periodística, <https://dialnet.unirioja.es/servlet/articulo?codigo=7985515>

## Software

Video edition (Shotcut, DaVinci)  
Graphic editions (Affinity, Inkscape, Gimp)

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	11	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	12	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed